

Aims
~~Introductory speech~~ of our
visit to Africa

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wild Japanese monkeys

On the provisionization of ~~Japanese~~ ^{wild} ~~monkeys~~

In Africa there are so many wild animals, among
~~In Japan there are very few wild animals~~
 which, we can see elephants, hippo, ~~rich~~ rhino, many
~~comparative~~

kinds of giraff, and gorilla, chimpanzee and so on,

but in Japan there are very few wild animals,

one of which is
~~in which we can find the~~ Japanese monkeys the

only one species ~~very representative of species of monkeys~~

~~we can in Japan.~~ There is no other kind of monkeys
 (or troop)

in Japan. They live in the mountain forest and usually live
 in group or in herd of ^{about} twenty to two hundred
 individuals.

We began to observe the natural life of Japanese
 monkeys in 1949, in two ^{localities} ~~localities~~, of ~~the~~ southern
^{are} ~~places~~ Japan, both of which situated in ~~Japan~~ southern

Japan. During ~~the first~~ two or three years, we

only could trace the monkeys in the thick forest and only

find out their population, ^{their various vocalizations} ~~sex ratio~~, and ~~for~~ ^{their migrations} ~~nomadic~~
^{also various kinds of} movement and ^{their} natural foods. daily and seasonal

First we

At last in 1952, we tried to feed them. ~~We~~

Next, we

gave them apples but they did not eat apples. ~~the~~gave them sweet-potatoes, then they took ~~at them in~~ ^{carried} sweet-potatoes, ~~the~~~~carried they~~ ^{carried} ~~and ate them in the forest~~ ^{them} and ate there.~~the forest and ate them.~~ Every day we gave them

sweet-potatoes and every day they took. Gradually

~~the~~ ^{monkeys} became bold, and in ~~one month~~ ^{the end of first} month, ~~we~~ ^{the} they ~~these monkeys~~~~took and ate~~ sweet-potatoes ~~at the presence of man~~ -
no more ~~was~~ carried in the forest, but atethem ~~on~~ ^{at} the open place ~~and did not afraid the~~ ^{where we were watching monkeys,}~~presence of man, the called the process of~~~~We called the process of giving foods~~ ^{to wild monkeys} ~~and~~ ^{was called} and keeping them in the presence of man ^{'provisionization'.}we now succeeded the provisionization of wild Japanese monkeys ^{at} ~~about~~ ^{localities} twenty different ^{localities} duringthese seven years. ^{Some of} ~~Among~~ ^{places} these places ^{localities} is nowvery famous in Japan and every day thousands of ^{there} visitors gather ^{provisionized} to see ~~and feed the~~ ^{give food to} wild monkeys.~~and the~~ ^{business} Total number of provisionized monkeys is ~~now~~ ^{now} ~~one~~ ^{one} thousand and five hundred.

^{find out}
 At this stage we could for the first time the ^{true} social organization of these herds of wild monkeys. ~~We~~ could ~~recognize~~ ^{discrim} By continuous observation we could ~~discriminate~~ every individual of the herd. We called ~~them~~ ^{individual} names by ~~different~~ ^{well-} names. Now, ~~the most~~ ^{provisionized} herd ^{is used} to ^{come} ~~of an acculturated group~~ ^{down from} every morning ^{from} the mountain every morning and go back to the mountain in the evening.

~~Among~~ By the individual discrimination we could know ^{several} that there are ~~many~~ classes among them. There are some big, adult males which belong ^{to} the leader class. In ~~some~~ ^{few} ~~group~~ ^{herd} there are some ^{male} ~~individual~~ individuals which belong ^{to} the subleader class and ^{they} assist ~~the~~ leaders. There are also ~~young~~ ^{immature} many ~~young~~ males which belong ~~to the~~ consist of ~~diff~~ one ~~independent~~ class for themselves. Females ~~are~~ with babies and infants consist of another class. ~~These classes~~ The boundary ^{lines} ~~of~~ ^{each} between ^{different} classes

are
~~to~~ very strict. We have never seen any confusion
 or trespassing, ~~between~~

In the feeding place, leaders and females with
 babies and infants occupy the central portion where
~~greatest quantity of food most abundantly~~ ^{Males}
 the ~~food is~~ provided, ~~most abundantly~~ Individuals
^{the} of subleader class surround this central cluster, and
 the ~~of~~ outermost portion is occupied by the ~~young~~ ^{another}
~~males~~ class of younger males. ~~In the~~ When they
^{on} march in the ~~forest~~ ^{mountain in a column,} these younger males go ahead
 and behind the central cluster as if they guard it,

Among ~~each~~ ^{each} class of males, there are ^{also} strict
 ranking ~~among them~~ ⁱⁿ individuals belonging to the same
 class. In other words, ~~there are~~ ^{we can find} dominant-submissive
^{among them,} relationships. Among females, there ~~is~~ ^{are} no such
^{linear rankings} ~~straight relationships as seen among males~~ ^{we can find}. However,
^{among} ~~Among~~ females there are ^{recognizable} some matrilineal groupings.
^{in females} And among these groupings one group is dominant over
 the other.

^{usually}
is found in the

the other, ~~and situated~~ Dominant female group occupies
more central portion, ~~the~~ and submissive one is ^{found in the} situated
more peripheral portion, ~~It seems that~~ Dominant ~~We think~~ Dominant
^{may be} female group ^{is} more intimately associated with ~~some of~~ ^{the} ~~some of~~
~~the leaders~~, dominant leaders, although in the breeding ^{of the next year}
season, which ^{continues} ~~begins~~ from September to March, the
male does not ~~seem to select the female~~, consorts
with any estrous female.

^{have}
We ^{have} endeavored to record the life histories of some ^{proximities}
particular herds. Life span of Japanese monkeys may be
thirty. Leaders of today will be ^{replaced} ~~taken place~~ sooner or later
by some competent young males. It is our most interesting
problem who ^{wins the status of the} ~~become the next leaders among so many males~~.
because there are ^{so} ~~some~~ many able males in some herds.

Sometimes, solitary male appears on the ^{outlying part} ~~skirt~~ of the
herd, and ^{is} ~~he~~ attacked by the younger males of the herd.
We do not know ~~the~~ by what reason he ^{had become} ~~becomes~~ solitary.

p. 6. Another

One result of provisionization is the population increase ^{in of} the herd. ~~For~~ by constant feeding, For instance, one herd which was ^{about} nearly 160 individuals in 1952 is now over 500 individuals, ~~too~~ ^{many} much to form one herd. This number is too much to keep them in one herd. ~~Therefore~~ ^{This year} ~~we then~~ we would capture some of them and supply them for scientific use ^{because} ~~as nowadays~~ monkeys are ^{now} essential experimental animals in various branches of science.

In 1956, Japan Monkey Center was established ~~for~~ as a controlling ^{organ} ~~agent~~ for the increasing ^{number} ~~need~~ of provisionizing monkeys on one hand and the ^{its} increasing demands ~~of the~~ ^{of monkeys from on the side of} scientists on the other hand. It also ~~aims~~ aims to ~~study~~ ^{study} collect ~~investigate~~ monkeys and ^{apes} ~~aims~~ for itself. ~~It~~ ^{have its own laboratory and} wants to collect ^{foreign} monkeys and apes from abroad and to ~~make~~ ^{make} various comparative studies possible.

not only Japanese monkeys
but also

p. 7.

We have been sent by Japanese Monkey Center for two aims.
The One is to find ~~finding~~ out the route of collecting African monkeys
in Africa.
and apes. The other is to find out the locality
where, ~~if possible~~, we ^{could want} ~~would try to~~ provisionize
gorillas or chimpanzees ~~by~~ and ~~to~~ develop the
result of our studies on Japanese monkeys. If
you could ~~understand our aim~~ understand our
aims and give helps to us, we would appreciate
very much.